



RETROSPECT AND PROSPECT

A Record
of the

School of Physical and Health Education

University of Toronto

1940 - 1965

Presented in the Twenty-fifth Anniversary Year

by Kirk A.W. Wilper

COVER: The outside front cover was drawn by Peter Kärm, a member of the graduating class 1965-66, while the back counterpart was composed by Peter Robertson, 6T1.

The twenty-five symbols portrayed by Peter Kärm represent the quarter century of the School's operation. Each item relates to a course in Arts and Science, Physical Education or Health Education, the three main components of the curriculum.

The back cover includes a random survey of movement suggesting a wide range of activity which would contribute to abundant health.

The writer is indebted to the two artists for their fine contribution.

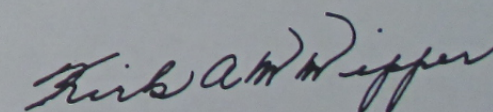
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PREFACE

I am pleased to acknowledge here the contributions to this record made by Professors Z. Slack, D.N.R. Jackson, Dr. H.H. Ebbs, W.A. Stevens, M.G. Griffiths, J.E. McCutcheon and Miss Margaret Cook, the former Secretary of the School of Physical and Health Education. Professor Robin Harris has given me valuable advice about expanding and reorganizing the material.

This publication is dedicated to those who have been responsible for the University of Toronto School of Physical and Health Education from its beginning through its period of development to its present maturity and strength. The efforts of staff, graduates and undergraduates through 25 years have made the School's record of achievement possible. To all of these, an enthusiastic "Happy Anniversary".



K.A.W. Wipper

EARLY COURSES

The University of Toronto School of Physical and Health Education which this year celebrates its twenty-fifth anniversary has really a much longer history. Before its formation there were two sources of leadership training in Toronto, one, part of the University, the other, the Margaret Eaton School, not.

The University's part began officially on November 9, 1900, when Statute of Senate Number 436 was passed. This established a supplementary course, offered over a three year period, leading to a diploma in gymnastics and physical drill. The origin of this, again, was in the interest taken by a number of undergraduates, prior to 1900, who assisted Sergeant Major Williams, instructor in gymnastics, physical drill and other activities, as volunteers while pursuing their regular academic courses. One of these students, F.W. Wood, was registered in Mathematics and Physics in preparation for teaching. He foresaw the advantage of having concrete evidence of his ability as an instructor in athletic activities and worked vigorously toward recognition in that additional subject. The result was that F.W. Wood was granted, one year after graduation, the first Diploma in Gymnastics and Physical Drill. As the title indicates, no theoretical work was involved. His persistence in being regarded as a trained instructor finally paved the way for those who were to follow him, and similar provision for women students was made under Statute Number 461, passed on June 24, 1901, when the curriculum was broadened into a four year course. One revision was the alteration of the course title to "Diploma in Physical Training". By 1924 all reference to men had been deleted, and it is presumed that the course was then available to women only. No reason is given in the records for this limitation. In 1928 the course title was altered to Diploma in Physical Education. This continued to be for women only, and was based on a four year course of instruction, parallel to the four year arts course with which it was to be taken concurrently. This pattern was maintained until 1931 when, with the reduction of the Pass Arts course from four years to three, the diploma course was changed. The first three years of the diploma course were taken with the three year Pass Arts course, but a fourth year was added, made up entirely of physical education. Only on completion of the fourth year was the diploma granted. When the School of Physical and Health Education was established in 1941 the diploma was terminated.

The Margaret Eaton School, which was not part of the University, began in 1901 as the School of Expression. Emma Scott Raff, a teacher at Victoria College, started the School in the belief that a studio to offer training in the interpretation of literature, the problems of voice production and the promotion

of physical education was necessary for women. The studio flourished and gained such a reputation that Mr. Timothy Eaton became interested in the provision of a proper building. The new school was established in 1906, as the Margaret Eaton School of Literature and Expression. In 1926 the name was changed to the Margaret Eaton School, and courses of study were redesigned to meet changing conditions in the communities it served.

Over the next 15 years, the Margaret Eaton School built up a laudable record in the fields of Health, Physical Education and Recreation, granting diplomas to many women who ultimately assumed positions as leading physical directors, instructors and administrators. Several of the alumni eventually served in the University of Toronto School of Physical and Health Education, while others undertook similar roles of leadership in other schools across Canada.

FIRST STEPS

When did the University of Toronto School of Physical and Health Education begin? It may be argued that the School of Physical and Health Education came into being when the University of Toronto Senate passed Statute Number 1478 on June 3rd, 1940, making provision for a three year course of instruction leading to the Degree of Physical and Health Education. But the idea for such a course had come much earlier.

Mary G. Hamilton, Director of the Margaret Eaton School between 1910 and 1934, had requested on more than one occasion that the Board of the T. Eaton Company discuss with the University the establishment of a course of study leading to a degree. However each year, commencing about 1919, the T. Eaton Company fended off the suggestion that steps be taken to absorb the Margaret Eaton School into the University. No doubt the Company was not anxious to see the name "Margaret Eaton" disappear from the School title. Furthermore the original purpose of the School had been primarily dedicated to literature and expression. The absorption of the Margaret Eaton School into a University course would have meant a shift in emphasis to physical education - one which might not have suited the interests of the T. Eaton Company. Nonetheless Mary Hamilton patiently continued as Director of the School, anticipating annually that a degree course might be introduced at the University. She fully realized that the Margaret Eaton School, regardless of its excellence, was in fact a finishing school. She also realized, however, that there practical problems standing in the way of setting up a suitable University course. In a letter to Sir Robert Falconer of January 24, 1924, Miss Hamilton recommended that

a degree course in Physical Education "be postponed for the present" because there was no means of co-ordination with the mens' Department of Physical Training as no mens' director had yet been appointed. This, coupled with general indifference to a University course, was the main reason for lack of progress.

When Miss Hamilton resigned in 1934, Florence A. Somers was invited to fill the vacant position. Miss Somers did not continue to promote her precursor's dream of a degree course presuming, no doubt, that any effort in that direction was futile. The next year, however, the cause was taken up by the men, so that there was an almost unbroken line of movement towards the formation of a degree and a School. At a most opportune time Warren A. Stevens, Director of Athletics, formally proposed the formation of a four year degree course in Physical Education. Thus the original idea for a degree course came from outside the University of Toronto, through the Margaret Eaton School women, while the final impetus came primarily through the positive stand taken by Warren A. Stevens in his 1936 Athletic Directorate report.

At the same time the interests and needs of the Faculty of Medicine, the Department of Education, and of the depression-ridden community at large reinforced the action taken by the University of Toronto. Dr. E.S. Ryerson, Assistant Dean of Medicine, had made attempts to convince his colleagues that the Medical School ought to shift some of its attention to preventive medicine. When this was not given serious attention he searched for an alternative and saw that in physical and health education there was an opportunity to realize his convictions. Boldly he cultivated his conception of the science of health. In his enthusiasm he coined a number of new terms in reference to health including 'Hygealogy' which many physical education graduates will recall as a term designed by him to embrace the science of health.

Dr. Ryerson's letters reveal that his objectives for health education were those of preventive medicine. In 1940 he wrote to Dr. A. S. Lamb, Director, Department of Physical Education at McGill:

"When I was called to a committee meeting to consider the advisability of instituting a course in Physical Education for men, it immediately occurred to me that the type of knowledge of anatomy, physiology, etc. of which I had thought for the medical course, combined with a course in Physical Education, would make a sound university course and would qualify its graduates to teach not only physical but also health education. I hope that a pre-clinical education of

this nature may replace the present traditional courses in anatomy and physiology some day in the future".

Dr. Ryerson shared the vision he held so firmly with interested leaders outside of Canada as well. Also in 1940, for example, he urged Paul De Krulff, then living in Florida, to reconsider his definition of health as it appeared in the book Health is Wealth.

..."I found little indication that 'health' could be interpreted to mean other than 'freedom from disease' or 'prolongation of life', so I am taking the liberty of bringing to your attention the fact that health exists in a positive sense in addition to the negative one commonly existing in the mind of the medical profession and the public ...

... Health education has long been recognized as a fundamental part of general education and has been taught in the primary and secondary schools, commonly by those who have acquired some knowledge of it in courses on Physical Education. Those working in the latter field have come to recognize the inadequacy of their genuine scientific knowledge of the structure and functions of the human body and their consequent unfitness to provide students with the modern ideas on physical fitness, nutrition, growth and development and mental and emotional health, and they have been searching for means of securing this knowledge ...

The proposal I had made of giving the medical student a knowledge of health and healthy man before he studied disease and the sick man appeared to be broadly the same knowledge that the teacher of physical education required ...

My object in writing you is in the hope that you will some day present to the public this newer conception of positive health and thereby hasten its recognition and development ... "

Later that fall, in replying to a request for a Health Educator and Physician from Professor C.L. Brownell, Teachers

College, Columbia University, Dr. Ryerson stated that:

"very few doctors have become interested in the almost untouched opportunities that are open in the field of Health, Health Education and Physical Education. I am hoping that the experience many of them will have in examining recruits and in maintaining the health of men under the national preparedness plans in both the U.S. and Canada will result in their becoming interested in the health aspect of caring for people rather than of treating those who are sick".

In the decade of the 1930's there was a growing recognition by the Provincial Department of Education and many Boards of Education that properly trained teachers were needed in Physical Education. Government education departments included Health in the list of objectives of education in the schools under their jurisdiction, but health education could not be attained without proper leadership. A demand for instructors qualified to provide pupils with a scientific knowledge of health, especially in secondary schools, had become quite evident. Yet men in Ontario seeking to prepare themselves properly for teaching in physical and health education (at that time entitled Physical Directors for the Schools) were still compelled to go to institutions in the United States for courses in Physical Education.

The Margaret Eaton School did effectively meet the requirements of many community institutions for leadership in physical education for Y.M.C.A., Y.W.C.A. Community Recreation, and service club projects, but its diploma course, which might be compared to a special kind of normal school training, could not be expected to provide the qualification sought by the Department of Education; practical work was adequately covered in the Margaret Eaton School, but the academic courses were only partially related to university studies.

The needs of school boards for qualified leaders in Physical Education were reinforced by a similar need in the general community. During the 1930's, increase of leisure - both voluntary through shortened work weeks, and involuntary resulting from widespread unemployment - contributed to a particular interest of public leaders in athletics, physical education and recreation. These external pressures added strength to the stand already taken by leaders within the profession of Physical and Health Education, and the time was ripe for the University to undertake the formation of a degree course.

In the schools a serious attempt was being made, in the 1930's especially, to achieve the aims of education through physical

activity in which the needs of the whole child would be given the attention of physical educators. Previously the training of the physical body had been given almost exclusive emphasis, but now the title "Physical Education" received more widespread use, particularly through the efforts of local and national associations of professional workers. The formation of the Canadian Physical Education Association in 1933 was one important indication of an increasing interest in improving the standards and status of the profession. Furthermore, significant developments in health, especially in general health education and in school health services, imposed new demands on those charged with its instruction. It was recognized that the effective teaching of physical and health education could be based only on the theoretical foundation which a University could provide.

In 1936 the whole trend towards a degree course was accelerated and crystallized by Warren A. Stevens, University of Toronto Director of Athletics. In the annual report mentioned above he stated that there was need for properly trained teachers for athletics and physical education and vigorously supported his case in the text of his presentation:

"The teacher of Physical Education comes into closer contact with young men than perhaps any other member of the staff and can influence them greatly in teaching bodily health and the fine ideals of conduct ... Therefore, why is it not important also for us to send out leaders who will organize and conduct athletics as a means, not an end; train and develop boys, not exploit them; have them play for the sake of playing as well as for the winning; teach them sportsmanship and fine ways of playing ..."

At the time, too, many practical advantages existed that would facilitate the formation of a school, especially for the men. An athletic organization controlled and administered by the University of Toronto Athletic Association existed to serve the needs of a school. Facilities such as Hart House Athletic Wing, which included a swimming pool, stadium, arena and playing fields, were available to accommodate a number of the professional courses in Physical Education. Departments of Psychology, Sociology, Hygiene and Medicine and a College of Education were available to provide instruction of the kind needed for professional training in Physical Education, while the staff of the University of Toronto Athletic Association was available to teach Physical Education itself.

FORMAL STEPS

The Degree Course

It came as no surprise that the Senate's Standing Committee on Physical Education was directed to consider the establishment of a course of training for teachers of health and physical education.

At the April 5, 1940 meeting Dr. S. Beatty, Dean of the Faculty of Arts and Chairman of the committee, proceeded to appoint a special committee to outline a course leading to a new degree. Part of the responsibility of the committee was to submit the outline of the course to the Department of Education after the Senate had approved it. This outline gained formal status in the Senate minutes of April 11, 1940, in which the following announcement appeared:

"With the present revision of the secondary school curriculum and the requirement of compulsory courses in all years in Health and Physical Education, a demand now appears to be imminent for a University course which will provide the necessary background for teachers of these courses. Accordingly, the President has directed that the Senate's Standing Committee on Physical Education meet with the following persons: Dr. J.G. Althouse, Dean of the Ontario College of Education, Dr. E. S. Ryerson, Assistant Dean of Medicine, Mr. T.A. Reed, Financial Secretary, University of Toronto, Athletic Association, Mr. Warren Stevens, Director of Athletics and Physical Education, Miss I.G. Coventry, Director of Physical Education, Women, Miss J.M. Forster, Assistant Director of Physical Training, Women, and prepare for submission to the Senate an outline of a diploma course in Health and Physical Education to be taken by men enrolled in the Faculty of Arts intending to enter the teaching profession".

The committee was also asked to consider amendments which would make the existing course for Women's Physical Education more comprehensive in its coverage of Health Education to ensure consistency with the goals anticipated for the new degree course.

The first meeting of the committee for the purpose of drafting the outline of the proposed course, was held on April 16 in the Registrar's office at Simcoe Hall. That meeting led to the following outline:

Entrance Requirements:

As prescribed for admission to the Pass Course in the Faculty of Arts.

First Year: (to be available in the session 1940-1941)

English 1a, 1b	
Biology 1c	Arts and Science subjects
Chemistry 2, 14	
Psychology 1a	
Anthropology 1b	
Physical Education	Physical Education subjects

Second Year: (to be available in the session 1941-1942, and subject to change)

Organic Chemistry	Arts and Science subjects
Mental Hygiene	
Health Education	
1. Functional Anatomy	
2. Physiology	Health Education subjects
3. Health Assessment and Promotion	
Physical Education	Physical Education subjects

Third Year: (to be available in the session 1942-1943, and subject to change)

Health Education	
1. Functional Anatomy	
2. Physiology	Health Education subjects
3. Health Assessment and Promotion	
4. Hygiene and Preventive Medicine	
Physical Education	Physical Education subjects

The physical education professional subjects were not defined but it was left to the physical directors concerned to prepare the

detailed content of these courses, to be submitted to the Senate's Committee for final approval. No doubt the experience gained through the Diploma course provided a source for the plan which followed in the professional courses. When the degree course came into being, many courses formerly offered in the diploma courses of study were included. Those selected for the degree courses are underlined: Physiology of Exercise; Anatomy and Kinesiology; History of Physical Education; Personal Hygiene; First Aid and Emergencies; Gymnastics - Apparatus and Tumbling; Athletic Games and Sports and Organized Games; Dance; Swimming, Diving; Life Saving and Theory; Corrective Exercises - Remedial, Massage; Archery, Fencing and Group Golf; Physical Examination and Diagnosis; Voice Training; Organization and Administration of Physical Education; Anthropometry (Elementary): Theory of Play; Theory of Music and Development of Rhythm; Practice Teaching; Thesis. When the courses were finally selected and defined, three channels of study were in evidence, Arts and Sciences, Health Education, and Physical Education.

The Title

The first difficulty encountered in the new course was in naming the degree which could be awarded to successful candidates. The original proposal was "Bachelor of Health and Physical Education", but a medical representative insisted that there was no such thing as a "Bachelor of Health". The matter was resolved by reversing the order of the partners in the title to read "Bachelor of Physical and Health Education". This appeared on the first calendar dated September 3, 1940, but in the President's Report for the year ended June 1940, reference is still made to the controversial title, "A new course leading to the degree of Bachelor of Health and Physical Education has been established by the Senate. It is under the direction of Dr. Stanley Ryerson..." (see page ten)

The Announcements

A variety of announcements of the new course appeared but perhaps the most comprehensive newspaper coverage is that recorded in the Varsity on September 30, 1940, under the editorial caption "Another New Course":

"For years this continent has seen a growing recognition of the need for comprehensive programs of physical and health education with the far-sighted view of improving civilian fitness and morale. The old concept that an education is complete when the individual has been



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